



The Relationship between Emotional Intelligence and Mental Health of Students

Maghsood Faghripour¹; Masoud Amoopour²; Shahram Gilaninia³; Masoumeh Alinejad Moghadam⁴; Seyed Javad Mousavian⁵

¹Department of Psychology, Astara Branch, Islamic Azad University, Astara, Iran

²Department of Educational Research, Rasht Branch, Islamic Azad University, Rasht, Iran

³Department of Business Management, Guilan Science and research Branch, Islamic Azad University, Guilan, Iran

⁴M.A Student of Educational Management, Tonkabon Branch, Islamic Azad University, Tonkabon, Iran

⁵Department of Management, Astara Branch, Islamic Azad University, Astara, Iran

ABSTRACT

The purpose of this study investigated the relationship between emotional intelligence and mental health among high school students in the city of Iran (Rasht). For this reason, the numbers of 503 from high school students were selected using gender segregation to cluster sampling method and emotional intelligence questionnaire Sybrya Shrink (33 questions) and also Goldberg and Hillier mental health questionnaire (GHQ, 28 questions) was conducted. For data analysis were used of Pearson correlation coefficient and multiple regressions. Findings showed that there is significant relationship between components of emotional intelligence of students with mental health that predictive variables can explain about 29 percent of criteria variable. Among the components of emotional intelligence, Self-Regulation variable $B=0/623$ and Self-Control $B=0/613$ have a significant role in predicting mental health that among two components Self-Control $Beta= 0/306$ has a greater role in mental health. Such can be concluded: People with high emotional intelligence have better mental health.

KEY WORDS: Emotional Intelligence, Self-Awareness, Self-Regulation, Self-Control, Social Consciousness, Social Skill, Mental Health.

1- INTRODUCTION

Emotional intelligence as the ability to manage emotions and feelings has an important role in life and success of individual. In recent years, emotional intelligence has become more popular for numerous applications in various fields such as education, careers, personal development, differences between individual... (Mohtasham, 2009, p3). All of people has experienced excitements such as love, affection, spite, and hatred, sad and happiness, anger and fear. These are excitement that are important in life and affect in happiness of individuals and the mental health. Excitement that people feel is the result of assessment information that this evaluation includes cognitive or received information processing environment, body, person memory, tend to respond to specific practices and consider actions result that may be obtained from the emotional mode. We will be successful if think about our feelings and know management and its applications (Omarae, 2009, p88).

Every culture is looking for mental health based on their specific criteria; goal of society is to prepare conditions that ensure the health of community members. Mental health and hygiene is think health and power compatibility with the environment and those around (Mohtasham, 2009, p3). Mental health is a successful mode of mental interaction that their result is productive activities, satisfying relationships with others, ability to adapt to changes and deal with harsh. Role of Mental health is undeniable from early childhood until death, developing thinking skills, communication, learning, emotional growth, flexibility and self-esteem. These factors help to person until play a role in society (Seyyed Mohseni, 2006, p32).

Emotional intelligence position is undeniable in education. Although trainers of education realized this subject but applied used slowly. Emotional intelligence developed guidelines help to schools because it lug as systematic in overall structure. Emotional intelligence should play a very prominent role in education that it can increase achieving to national goals. Because our children will become adults that effective in the family, workplace, community and they experience positive mental health. (Najafi Zand ,2006,p255) Due to the role and importance of

*Corresponding Author: Shahram Gilaninia, Department of Business Management, Guilan Science and research Branch, Islamic Azad University, Guilan, Iran. Email: gilani_sh45@yahoo.com

emotional intelligence in this research were studied The relationship between emotional intelligence with mental health of the city high school students .

2- LITERATURE REVIEW

Word emotional intelligence is a few years in the scientific literature, beginning in psychology and then in other sciences was introduced as applied .The root word is derived from the concept of social intelligence that the first time was described in 1920 by Thorndike .Peter Salovy and John Mayer in 1990, the basic concept of his theory for the first time as "Emotional Intelligence" published. Golmen, The most famous a person who in the field done a lot of studies and emotional intelligence can be defined: emotional intelligence is a skill that its owner can handle their morals trough self-awareness and improve by self-management, their impact understand by empathy and through relationship management behave in a way that raise your morale and others (Golmen, 1995, p206). Interest and motivation is based on many issues that humans are successful in it. Motivation gives force and direction to behavior and people will mobilize to achieve its goals. (Gilaninia&et al, 2011)Weisinger(1998) emotional intelligence know as applied intelligence emotions and feelings in order to guiding behavior, thoughts, communicate effectively with colleagues, supervisors, customers and use of time working on how for improving results(Wong& Law,2003,p243). On the other hand Larousse psychology great culture that defines mental health:” Mental aptitude for coordinated, pleasant and effective work, for difficult situations, flexible and to recover their balance, have ability”. Health World Organization: Mental health takes within the general concept of health and Mental Health Namely: Complete ability for playing the role of social, psychological and physical and isn’t as lack disease or lag (Bani Hashemian & et al, 2009, p49) Today, many companies know knowledge as wealth (Gilaninia&et al, 2011).Schutte & et al (2007) in their study concluded that better health status is associated with higher emotional intelligence. Research findings Agstolenda & et al (2006) showed that there is distinct impact of emotional intelligence components in stress and health. Johnson & et al (2009) concluded that people with high emotional intelligence features recognize better your character that result of stress, in addition they are able to better manage their emotions full of stress.

Emotional intelligence and psychological are important concepts of psychology that recently it has been enter in management field. In this study was measured the relationship between emotional intelligence and its components (1 - Self-Regulation 2 - Self-Awareness 3 - Self-Control 4 - social consciousness 5- social skills) that were raised by Shrink with mental health of students. Also role of gender was evaluated in the relationship between emotional intelligence with mental health.

2-1) Shrink components of emotional intelligence:

Self-Regulation: refers to exposure in good mental condition and giving direction and guidance feelings and emotions towards goal, and emotional restraint and to delay demands and prevent efforts (Faghirpour,2009,p84) Changing one’s behavior so as to follow rules, match ideals, or pursue goals is thus a (very useful) form of self-regulation. To change a response does not necessarily mean to override it, although self-restraint is a common form of self regulation (Polivy, 1998), but so is the amplification or prolonging of a response.

Self-Awareness: Self-awareness is arguably the most fundamental issue in psychology, from both a developmental and an evolutionary perspective. The most important ability related to emotional intelligence is Person be aware of your emotions. Self-awareness ability allow to person So recognize its strengths and limitations And its value find trust(Khef& Dostar,2004,p18)

Self-Control/self management: sense of power over them, ability to resistance against motional storms that create the destiny. People who dominate on their excitement can be coordinated with these changes (Golmen, 1995, p283).

Social Consciousness: Skills impact of words and deeds on others and also knowing these that if the impact of their behavior is negative, it will change their behavior. An example of this ability is empathy skill that ability log in feel others or ability understand emotion in intelligent decision-making process of individual or group (Faghirpour, 2009, p84)

Social skills: Awareness and understanding to others emotions and feelings, skills of attitude listening to others' feelings. It is when others are experiencing excitement and emotion, through efficient methods to help them be aware towards their emotions and its effects on others (Faghirpour, 2009, p84).

Regarding expressed content, Conceptual model of research is as follows:

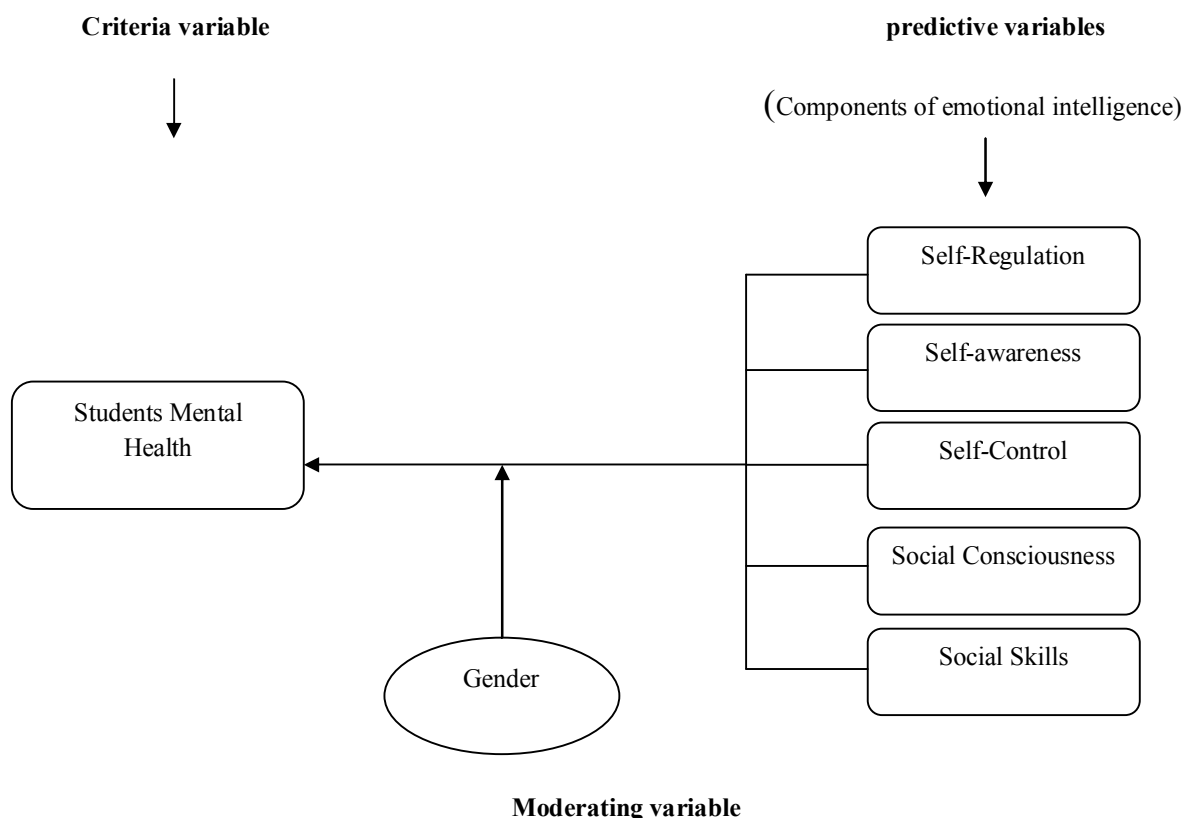


Fig 1) Conceptual model of research

Therefore research hypotheses presented as follows:

2-2) Main Hypotheses

There is relationship between Components of emotional intelligence and mental health of students

2-3) Sub-hypothesis

- 1- There is relationship between Self-Regulation and mental health of students.
- 2- There is relationship between self-awareness and mental health of students.
- 3- There is relationship between Self-Control and mental health of students.
- 4- There is relationship between Social Consciousness and mental health of students.
- 5- There is relationship between Social Skill and mental health of students.
- 6- There is relationship between Emotional Intelligence and mental health of male student.
- 7- There is relationship between Emotional Intelligence and mental health of female student.

3- RESEARCH METHOD

Research methodology of type correlation and is based on its goals of type application. Statistical society constitutes all male and female secondary school students in public and private schools (first base, second, third and fourth (pre-university) region 1 and 2 in Iran (Rasht). These students were as young between 14 to 18 years old that were studied in four fields (Human Sciences, mathematics physics, experimental sciences and branches of knowledge work and technical & professional). In this research is considered scope in the academic 2010-2011 year. According to statistics Guilan province's education department, total male students in Rasht region 1 and 2 is total 14 965 people and total female students is 15662. Considering extent statistical community and nature of research is used cluster sampling method for select sampling. In this way, first of all government and nongovernmental city of Rasht schools (districts 1 and 2) was randomly selected 7 school boys and 8 girls' school And then the sample of schools, 25 classes randomly selected as the research sample and were examined. Morgan table was used to determine sample size. Finally, the sample sizes were selected 503 people (210 males and 293 females). In this study, field methods were used for data collection. To obtain reliability was used test of Cronbach's alpha and

questionnaires were given to 40 individuals of statistical society. Emotional intelligence questionnaire Sybrya Shrink (33 questions) and also Goldberg and Hillier mental health questionnaire (GHQ, 28 questions) was conducted. Cronbach's alpha coefficient was calculated and is shown in the table below. Cronbach's alpha coefficient was greater than 70% shows that questionnaire is reliability.

Table 1) Cronbach's alpha coefficient

Variables	Cronbach's alpha
Self-Regulation	0/717
Self-awareness	0/725
Self-Control	0/746
Social Consciousness	0/704
Social skills	0/711
Emotional Intelligence	0/857
Mental Health	0/753

4- Data analysis

Main hypothesis: There is relationship between Components of emotional intelligence and mental health of students.

Table 2) Result of regression test

Model	B	Beta	t	Sig
Self-Regulation	-.623	-.244	-4/858	0.000
self-awareness	-.108	-.054	-1.114	.266
Self-Control	-.613	-.306	-6.379	0.000
Social Consciousness	-.172	-.061	-1.346	.179
Social Skill	.105	.037	.815	.415

By using Enter method, significant model was obtained that $R = 0.537$ and $R^2 = 0.289$. It means that predictive variables can explain about 29 percent of Criteria variable. Also according to significant level can be seen that impact of Criteria variable (Self-Regulation and Self-Control) is significant on Mental Health.

According to column B values can be said that respectively, Self-Regulation variables with $B = .623$ and Self-Control $B = .613$ Have a significant role in predicting mental health That Self-Control $Beta = .306$ has a greater role in mental health.

The results are consistent with findings Martins & et al(2010), Fiori & et al(2011), Li & et al(2009), Greven & et al(2008), Schutte & et al(2007), Augustolanda & et al(2008), Austim & et al(2005), Brscket & et al(2004), Raena(2010), Faghirpour (2009), Mohtasham(2009), Banihashemian & et al(2009), Firozshad(2009), Ghanbari(2009), Omarae(2008), Ahmadi(2005).

Table 3) Pearson correlation coefficient test

Sub -hypothesis	Pearson correlation coefficient	SIG	Status
H1: There is relationship between Self-Regulation and mental health of students.	-0/462	0/000	Confirmed
H2: There is relationship between self-awareness and mental health of students.	-0/366	0/000	Confirmed
H3: There is relationship between Self-Control and mental health of students.	-0/482	0/000	Confirmed
H4: There is relationship between Social Consciousness and mental health of students.	-0/283	0/000	Confirmed
H5: There is relationship between Social Skill and mental health of students.	-0/190	0/000	Confirmed
H6: There is relationship between Emotional Intelligence and mental health of male student.	-0/469	0/000	Confirmed
H7: There is relationship between Emotional Intelligence and mental health of female student.	-0/504	0/000	Confirmed

1- For first sub-hypothesis explaining that “There is relationship between Self-Regulation and mental health of students”. According to the results, Correlation between two variables is significant at level 0 / 01. Therefore, H0 rejected with 99 percent confidence and H1 confirmed and this relationship is significant. Also intensity correlation between two variables Self-Regulation with mental health of students is $R = -0/462$. Rahnama and Abdolmaleki research results (2006) showed that fluid variables, flexibility, expansion, innovation, self-regulation and self-awareness have largest share. Faghirpour (2009) Ability of students in different components of emotional intelligence include respectively: Self-awareness, self-control, social skills, social consciousness and self-regulation.

2- For second sub-hypothesis explaining that “There is relationship between self-awareness and mental health of students”. According to the results, Correlation between two variables is significant at level 0 / 01. Therefore, H0 rejected with 99 percent confidence and H1 confirmed and this relationship is significant. Also intensity correlation between two variables self-awareness with mental health of students is $R = -0/336$. The findings of this study is consistent with the findings of the researchers Karimi & Besharat(2010), Raena(2010), Ghanbari & Et Al(2009), Cote & et al(2010).

3- For third sub-hypothesis explaining that “There is relationship between Self-Control and mental health of students”. According to the results, Correlation between two variables is significant at level 0 / 01. Therefore, H0 rejected with 99 percent confidence and H1 confirmed and this relationship is significant. Also intensity correlation between two variables Self-Control with mental health of students is $R = -0/482$. The results are consistent with findings Maccann & et al(2010), Gardner & et al (2009), Raena(2010), Delfan Azari(2010), Kazemi(2009), Khosrojerdi & Khanzadeh (2007), Faghirpour(2009).

4- For fourth sub-hypothesis explaining that “There is relationship between Social Consciousness and mental health of students”. According to the results, Correlation between two variables is significant at level 0 / 01. Therefore, H0 rejected with 99 percent confidence and H1 confirmed and this relationship is significant. Also intensity correlation between two variables Social Consciousness with mental health of students is $R = -0/283$. The results are consistent with findings Raena (2010), Safavi (2010).

5- For fifth sub-hypothesis explaining that “There is relationship between Social Skill and mental health of students”. According to the results, Correlation between two variables is significant at level 0 / 01. Therefore, H0 rejected with 99 percent confidence and H1 confirmed and this relationship is significant. Also intensity correlation between two variables Social Skill with mental health of students is $R = -0/190$. The results are consistent with findings Schutte & et al (2007), Austim & et al (2005), Brscket & et al (2004), Raena(2010), Esmailpanah(2010), Delfan Azari(2010), Safavi & et al (2008), Khosrojerdi & Khanzadeh(2007), Saiadi Toranlo & et al (2007), Ahmadi(2005), Rahnama & Abdolmaleki(2006), Rostami(2005).

6- For sixth sub-hypothesis explaining that “There is relationship between Emotional Intelligence and mental health of boy students”. According to the results, Correlation between two variables is significant at level 0 / 01. Therefore, H0 rejected with 99 percent confidence and H1 confirmed and this relationship is significant. Also intensity correlation between two variables Emotional Intelligence with mental health of male students is $R = -0/469$. The results are consistent with findings Gujjar (2010), Tannous & Matar (2010), Faghirpour (2009), Hadadi Kohsari (2009), Ghaedi & Et Al(2007), Omarae (2008), Bakhshi Sour Shojae (2008), Yaghobi (2008), Ahmadi (2005), Balalvand (2005).

7- For seventh sub-hypothesis explaining that “There is relationship between Emotional Intelligence and mental health of female students”. According to the results, Correlation between two variables is significant at level 0 / 01. Therefore, H0 rejected with 99 percent confidence and H1 confirmed and this relationship is significant. Also intensity correlation between two variables Emotional Intelligence with mental health of girl students is $R = -0/504$. The results are consistent with findings Gujjar(2010), Tannous & Matar(2010), Faghirpour(2009), Hadadi Kohsari(2009), Ghaedi & Et Al(2007), Ahmadi(2005), Balalvand(2005).

5- Conclusions and suggestions

Schools provide a formal and structured environment for children, adolescents and their families because in addition educational issues are considered health issues appropriate with age such as child and adolescent's behavioral problems. The most basic of prevention programs are based on education and being general education and being forced it different levels(until the end of secondary school) school convert to an ideal place for apply interventions of mental health in students. In recent years, from subject of emotional intelligence to organize efforts use in order to teach different types of skills needed for students and develop social relationships. Its range of applications extends disconnected Skills training such as social problem solving and conflict management until areas that are organized around themes of social change.

Considering accepting hypothesized relationship between emotional intelligence and mental health, emotional intelligence should play a very prominent role in education. It can help to learn and be effective in achieving national goals. Therefore is suggested:

- 1- Mental health of people in achieves national goals and utopian communities have most important in terms of savings in cost material and spiritual. Research literature on the relationship between emotional intelligence and mental health indicates relationship between these variables so it is suggested emotional intelligence be used as one of assessed topics in schools by counselors and school officials.
- 2- For strengthen skills of emotional intelligence and attention to mental health of students, update program and enhance emotional intelligence is offered for all schools, especially secondary school as a course. Emotional intelligence training programs for all teachers, administrators and school counselors should be considered as periods of service Education and such beginning periods of service.
- 3- In order to strengthen students' emotional intelligence and mental health is necessary, planning be performed for coordination and integration.
- 4- In order to strengthen students' emotional intelligence and mental health needs that Planning be performed for coordination and integration And in it all of influencing factors (such as school, family and other social institutions) are considered simultaneously and in synchronized together .Therefore recommended training program be held by using the workshop with attended all of members.
- 5- Emotional intelligence is a new structure and it need to more investigation .On the other hand, for assessment and more accurate of study emotional intelligence Professors and experts in the field of science education efforts to make a standardized questionnaire and comply with standards of Islamic and Iranian society.

REFERENCES

- Ahmadi Ragh Abadi, Ali. (2005). Investigate the relationship emotional intelligence and mental health in pre-university students in Rasht city, Thesis of master, university guilan.
- Augustolanda, J. M. & Lopez-Zafra, E. berrios Martos, P. Aguilar-luzo'n, M. D. C. (2008). "the relationship between emotional intelligence, occupational stress and health in nurses: A questionnaire survey" international journal of studies 45, pp: 888-901.
- Austim, A. J. & Saklofske, D. H. & Egan, V. (2005). "Personality, well-being and health correlates trait emotional intelligence", Elsevier; personality and individual differences 38, pp: 547-558.
- Balalvand, Ladan. (2005). Comparison of emotional intelligence of secondary middle school students in Kerman and its relationship to academic performance, journal of Medical Sciences university, pp235-256.
- Bani hashemian, k.; seif, m. h.; moazen, m. (2009). relationship Cynicism with public health and emotional intelligence in Shiraz University and Medical Sciences of Shiraz, university of Medical Sciences journal, vol11, no1, pp49-56.
- Bar- on R. (2000). Emotional and social intelligence: insight from the emotional a valiant inventory (EQ-I) . In: R Bar- On, J D A. parker of emotional intelligence . Sanfrancisco: Jossey- Bass; pp: 363-388.
- Brsccket, M. A. & Mayer, J. D. & Warner, R. M. (2004). "Emotional intelligence", and its relation of every day behavior Journal of personality and individual differences, 39, pp: 1387-1402.
- Cote, S. & Lopes, N. P. Salovey, P. & Miners, C. T. H. (2010). "emotional intelligence and leadership emergence in small groups", Elsevier; The leadership Quarterly 21, pp: 496-508 .
- Delfan azari, ghanbar ali. (2010). Investigate the relationship between emotional intelligence and skills coping with stress in Islamic Azad University Roodehen, university of Psychology and Educational Sciences Roodehen Unit, Iran, Roodehen.
- Emami, nasrin. (2004). training booklet of Life skills, Publications of Welfare Organization.
- Faghirpour, maghsood. (2009). Evaluation of ways to promote emotional intelligence in primary and secondary students in Guilan Province, Education Studies Council in Guilan Province.
- Fiori, M. & Antonakis, J. (2011) "The ability model of emotional intelligence: searching for valid measures", Elsevier; personality and individual differences 50, pp: 329-334.
- Gardner, G. & Qualter, P. (2009). "Emotional intelligence and borderline personality disorder" personality and individual difference, 47, pp: 94-98.
- Gilaninia, Sh; Razaz Razaghi, S. J; Amoopour, M; Shakibaie, Z, Mosavian, S. J. (2011). Critical Reading, Journal of Basic and Applied Scientific Research, J. Basic. Appl. Sci. Res., 1(9)1173-1176, www.textroad.com.
- Gilaninia, Sh; Ganjinia, H; Babaei, z; Mosavian, S. J. (2011). Dimensions of Knowledge Management on Good Urban Governance (Case Study: Municipality of Rasht City, Iran), Journal of Management and Strategy, Vol. 2, No. 3, pp91-101, www.sciedu.ca/jms.

- Golman, D. & Boyatzis D. & McKee A. (2002). "Primal leadership: Realizing the power of emotional intelligence", HBR Press, Cambridge, MA, pp: 17-18.
- Golman, D. (1995). "Emotional intelligence, New York, Bantam books. Salovey, P. & Sluyter, D. E. (1997). "Emotional intelligence, imagination, cognition and personality, No (9), pp: 185-211 .
- Greven, C. & Chamorro-Premuzic, T. & Arceche, A. & Furnham, A. (2008). "A hierarchical integration of dispositional determinants of general health in students: The big Five, trait emotional intelligence and humour styles", Elsevier; personality and individual differences 44.
- Gujjar, A. A & Naoreen, B. & Aslam, S & Khattak, Z. I (2010). "comparison of the emotional intelligence of the university students of the Punjab province", procedia social and behavioral sciences 2 (2010) 847-853.
- Hadadi Kohsar, Ali Akbar. (2009). Components of emotional intelligence relationship with psychological health variables and academic success in male and female students, Knowledge and Research in Science Education - Curriculum Planning, Azad University, Khorasgan branch, Iran, no 22, pp99-118.
- Hein, S. (2007). Emotional Literacy, < http:// Stevehein.com.
- Johnson, S.J. & Batey, M. & Holdsworth, L. (2009). "Personality and health: The mediating role of trait emotional intelligence and work locus of control", Elsevier; personality and individual differences 47.
- Khef elahi, Ahmad Ali; Dostar, M. (2003). Dimensions of emotional intelligence, journal of Management and Development, no 18.
- Khosrojerdi, R.; Khanzadeh, A. (2007). The relationship between emotional intelligence and public health at the students of Tarbiat Moallem University of Sabzevar, journal of university Medical Sciences and Health Services in Sabzevar, vol 14, no 2, pp110-116.
- Li, G. S.F. & Lu, F.J.H. & Wang, A.H.H. (2009). "Exploring the relationship of physical activity, emotional intelligence and health in Taiwan college students", ORIGINAL ARTICLE.
- Maccann, C. & Fogarty, G. & Zeidner, M. & Roberts, R.D. (2010). "Coping mediates the relationship between emotional intelligence (EI) and Academic achievement" Contemporary Educational Psychology .
- Martins, A. & Ramalho, N. & Morin, E. (2010). "A comprehensive meta-analysis of the relationship between emotional intelligence and health", Elsevier; personality and individual differences 49.
- Mayer, J. D., & Salovey, P., & Caruso, D. R. (2001). "Models of Emotional Intelligence, In R. Sternberg (Ed)" Handbook of Intelligence. (pp. 396 - 420).
- Mohtasham, Siamak. (2009). Investigate the relationship between Emotional intelligence, job satisfaction and mental health workers Relief Committee of Imam Khomeini in Tehran, Thesis of master, Azad University Of Tonkabon, Iran.
- Omarae, Foroozan. (2008). Evaluation of emotional intelligence and coping strategies Gifted girl students secondary schools of gifted and ordinary in Khorramabad city, Thesis of master, Azad university of Center Tehran, Iran, Tehran.
- Polivy, J. (1998). The effects of behavioral inhibition: Integrating internal cues, cognitive behavior, and affect. *Psychological Inquiry*, 9, 181-203.
- Raena, Anahita. (2010). The relationship between emotional intelligence and mental health staff Payam Noor University of Guilan Province, Thesis of master, department of public management, university of payam noor, center Tehran, Iran.
- Safavi, Mahbobeh; Mosavi Lotfi, S.M.; Lotfi, R. (2008). Evaluate the correlation between emotional intelligence and emotional and social adjustment in pre-university girl students in Tehran, no 5, pp255-261.
- Schutte, N. S. & Malouff, J. M. & Thorsteinsson, E. B. & Bhullar, N. Rooke, S. E. (2007) "A meta-analytic investigation of the relationship between emotional intelligence and health" personality and individual differences 42, 921-933.
- Seyyed mohseni, vahid. (2006). the relationship between girls Emotional intelligence of first level and mental health of mothers in high school of Tehran, Thesis of master, Science Research branch, Azad University of Tehran, Iran.
- Tannous, A. & Matar, J. (2010). "The relationship between depression and emotional intelligence among a sample of Jordanian children", Elsevier; procedia social and behavioral sciences 5, pp: 1017-1022.
- Wong Chi-Sum & Law Kenneth S. (2003). "The effects of leader and follower emotional intelligence on performance and attitude" The Leadership Quarterly 13, 243-274.